Mu'tah University
Deanship of the Graduate Studies

The Effectiveness of Using Classroom Technology in the Jordanian Governmental Schools in Karak Educational Area

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A thesis Submitted to the Deanship of the Graduate studies in partial Fulfillment of the Requirements for the Degree of Master of Applied Linguistics Department of Applied Linguistics

Mu’tah University, 2012

Dedication

To my late father,
To my great mother,
To my brothers and sisters,
They all have shown a lot of patience and given me more encouragement than I had expected.

Hassim Abdelmu'ti Al Takhaineh

Acknowledgements

First and last, all praise and thanks are due to Allah, Most Sublime and Great Be He, without whose guidance this thesis could not have been accomplished.

I would also like to extend my thanks to Dr. Ahmad Sakarna who did not spare knowledge nor effort nor time and without whose invaluable suggestions this work could never have seen completion or light. Also special thanks to the members of the committee Dr. Mahmmoud Kanakri, Dr. Juma Njadat, Dr. Bashar Al-Rashdan for their constructive comments.

Finally, I can hardly say enough to thank the following people: all the academic staff at the department of English Language and Literature, Mr. Rabah Dalain, Mr. Ataa El Huli and Mr. Ma'an Al Rawashdeh. They all were of real help whenever I turned to them.

Hassim Abdelmu'ti Al Takhaineh

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List of Abbreviations

The abbreviations used in the study

1- **VLE** : Virtual Learning Environment

2- **CMC** : Computer Mediated Communication

3- **CALL** : Computer Assisted Language Learning

4- **WWW** : World Wide Web

5- **IBGI** : Internet-based grammar instruction

6- **CPBI** : Conventional pen and board instruction

Abstract

The Effectiveness of Using Classroom Technology in the Jordanian Governmental Schools in Karak Educational Area

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This study aimed to investigate the effectiveness of using technology as a method of teaching English to Tenth Grade Students in Karak educational area. Classroom Technology in this study was compared to the traditional method of teaching, which is widely used to teach English as a second language. This thesis tried experimentally to establish which of the two methods is better to teach English. The sample of the study consisted of 40 male students from Tenth Grade in Joza Secondary School for Boys in Karak Educational Area. This sample was randomly divided into two groups: a control group and an experimental group and each group consisted of 20 male students.

A pre-test was given to both groups of the sample in two sessions to ensure equivalence and the results were scored. Different skills of English were taught to the experimental group with technology aids in the computer laboratory at the above mentioned school, while the control group was taught the same skills following traditional method of teaching English. The two groups were given a post-test and the achievements of both groups were tabulated and analyzed statistically in comparison with those of the pre-test. The study concluded that teaching English with technology aids is more effective.

الملخص

مدى فاعلية استخدام التكنولوجيا لتدريس اللغة الانجليزية في الغرفة الصفية في المدارس الحكومية في منطقة الكرك التعليمية

جاسم عبد المعطي التخاينة

جامعة مؤتة، 2012

هدفت هذه الدراسة إلى التحقق من مدى فاعلية استخدام التكنولوجيا كأسلوب لتدريس اللغة الانجليزية لطلبة الصف العاشر في منطقة الكرك التعليمية. تم مقارنة أسلوب استخدام التكنولوجيا في الغرفة الصفية بالأسلوب التقليدي المستخدم على نحو واسع في تدريس اللغة الانجليزية كلغة ثانية. حاولت هذه الدراسة تجريبيا إن تحدد أي من الأسلوبين هو الأنجع في تدريس اللغة الانجليزية. اشتملت عينة هذه الدراسة على 40 من الطلبة الذكور في الصف العاشر في مدرسة جوزا الثانوية للبنين في منطقة الكرك التعليمية. قسمت هذه العينة عشوائيا إلى مجموعتين. المجموعة الضابطة و المجموعة التجريبية حيث احتوت كل مجموعة على 20 طالبا.

وقد تم إجراء اختبار قبلي لكلا المجموعتين على جلستين لضمان التكافؤ بين المجموعتين و تم تدوين النتائج. تم تعليم المجموعة التجريبية باستخدام وسائل تكنولوجية مختلفة في مختبر الحاسوب الملحق بالمدرسة المذكورة أعلاه بينما تم تعليم نفس المهارات للمجموعة الضابطة باستخدام الأسلوب التقليدي لتعليم الانجليزية. تم إجراء اختبار بعدي لكلا المجموعتين و تم تسجيل النتائج و تحليلها إحصائيا و مقارنتها مع نتائج الاختبار القبلي حيث أثبتت هذه الدراسة أن تعليم اللغة الانجليزية باستخدام الوسائل التكنولوجية هو أسلوب أكثر فعالية من الأسلوب التقليدي.

Chapter One
Introduction

1.1 Background of the Study:

Second language acquisition is one of the most complicated processes that face people in general and students in particular. Because second language acquisition is the product of many factors pertaining to the learner on the one hand and the learning situation on the other, on the part of learner many research have been carried out to investigate the effects of these factors on the process of SLA. Some of these research highlight the importance of age that younger learner is better. Others highlight the importance of interference of the first language and motivation among learners. In order to reduce the effects of these factors, the situation in which the process of learning takes place should be changed. Using technology in classroom creates a kind of authentic communicative situation. When students are using technology as a tool or a support for communicating with others, they play an active role rather than the passive role of recipient of information transmitted by a teacher, textbook or broadcast. The student is actively making choices about how to generate, obtain, manipulate, or display information. The role of teacher changes as well. The teacher is no longer the center of attention as the dispenser of information, but s/he rather plays the role of the facilitator, setting project goal and providing guidelines and resources and instruct the students by moving from one to another or from group to group, provides suggestions and support for student activity.

Applying new technologies inside the classroom can be interpreted in light of the changing goals and the changing conditions in postindustrial society. Language educators now seek not only to teach students the rules of grammar, but rather to assist them to gain apprenticeship into new discourse communities. This is accomplished through creating opportunities for authentic and meaningful interaction both within and outside the classroom and providing students with the tools for their own culture and linguistic exploration. By using new technologies we can better prepare students for the kinds of cultural interactions which are increasingly required for success in academic, vocational and personal life.

Technology can really assist learners to improve their language with its different skills. According to (Liaw,1997) the teacher should offer English language learners a language-rich environment in which students constantly are engaged in language activities. Children need to be able to interact with each other so that learning through communication can occur.

Computers can facilitate this type of environment and can act as a tool to increase the skill of verbal exchange.

Also there are several ways in which technology can be used to improve reading skill. Most simple reading texts are also very primary in content. Older children may consider themselves too old to be reading such primary texts. The computer, however increases the interest level for older students. Technology can also be used to improve parents' involvement in their child education while improving the parents' literacy as well. Lewis (1997) created a three-year program in Chicago with four specific goals to assist parents become involved in the school community and become comfortable on campus, enjoy reading and writing alone and with their children, understand science and computer technology and improve their own literacy. Computers and software can assist English language learners develop vocabulary skills and knowledge. Computer can also help students to develop their writing skills. Lewis (1997) recommends that composition for beginning learners should be a guided activity so students do not become frustrated. Writing paragraphs in a language that is still somewhat unfamiliar can be difficult. When using computer, however, the use of graphics can make this much more enjoyable. Using clip art can also help students to convey their thoughts clearly.

Computers offer an interactive audio-visual media. PowerPoint presentations and animation software can be used to render information to students in an interactive manner (Wang,2004). The visual effects provided by the animation and presentation software result in inviting greater interest from students. Moreover, this software serves as visual aids to teachers. Overhead projectors and screens facilitate a simultaneous viewing of information by a large number of students. These audio-visual teaching aids have brought about marked improvements in student attendance and attentiveness. Interactive media have proven to be useful in enhancing the concentration levels of students. This underlines the importance of computer teaching against textbooks. All these types of technology are known as E-learning which is a very broad term that is used to describe any type of learning environment that is computer enhanced. There are multiple technologies that can be employed in E-learning. It has become one of those types of words that are so general as to have lost some of its meaning. Distance learning is something that has evolved from E-learning. It is used to describe a learning environment that takes place away from the actual traditional classroom and campus.

E-learning began about the same time that a computer was developed that was practical for personal use. In fact, the concept and practice of distance learning began about 100 years. In England, in 1840, shorthand classes were being offered by correspondence courses through the mail. The improvements of the postal service made this method of distance

learning popular in the early part of the last century. This led to a large number of "through the mail" type of educational systems. The computer only made distance learning easy and better. Television, video recorders, and even radio have all made a contribution to distance learning.

E-learning and distance learning are not quite the same thing. The basic thing that distinguishes distance education is the physical separation of the student from the instructor and the class room. E-learning, however, became part of the classroom environment from the beginning. The early use of computers was geared to help the classroom instructor. Gradually, as more and more personal computers became available, the idea of online classes was explored by some pioneering Colleges and Universities. The early attempts at distance education were hampered by resistance from traditionalists within the educational field.

Some invoked what they called the philosophy of education to demonstrate that the teacher was essential to the educational process. This resistance led to the early online degrees being considered inferior to traditionally obtained degrees. This prejudice extended to the personal departments of major employers. When choosing between two otherwise equally qualified applicants, preference was shown to the person holding the traditional degree. In recent years this has changed drastically. The improvements in E-learning technology and the ability to create virtual classrooms and a virtual learning environment (VLE) have gradually broken down the resistance. This process has been helped by the emergence of a new generation that was weaned on the computer. It would not be surprising if within another generation, the pendulum shifts completely and the online degree is the one that is respected and coveted.

1.2 Statement of the Problem

Using technology in classrooms in Jordan has received little attention by teachers and schools administrations to teach English. In fact, using technology at schools to teach languages, generally speaking, is very effective, because students in their nature actually like using technologies, surfing the net, writing e-mails and learning more effectively through computerized lessons. So teachers must exploit this aspect and enlarge the usage of technology in classroom to facilitate the process of acquiring second language, and to improve different skills of language, vocabulary, writing, reading comprehension, grammar, speaking and listening.

The researcher has noticed that many governmental schools in Karak Educational Area use computer laboratories to teach computer lessons and little attention is paid to use them in teaching languages.

1.3 Purpose of the Study

The purpose of this research study is to examine the effectiveness of using classroom technology in Governmental Schools in Karak Educational Area to facilitate the process of acquiring second language.

The study focuses on the effect of using technology in teaching the Action Pack series for the tenth graders at Joza Secondary School for Boys.

1.4 The Research Questions

To achieve the purpose of the study the following questions were posed:

1. Are there statistically significant differences ($a \leq 0.05$) of using technology as a method to teach the Action Pack series?
2. What parts of the tenth grade curriculum does technology cover?
3. Does classroom technology focus on technology instead of curriculum objectives?
4. Is it effective to use classroom technology to teach languages?

1.5 Significance of the Study

This study comes as a contribution in the attempts to enhance the teaching –learning process of the second language. It attempts to refine and activate an existing strategy which is widely used in the academic field. This strategy is using technology to reach the expected outcomes of "Action Pack" the material that is used in Jordan to teach English for the Jordanian students at different levels.

This study also shows the importance of using technology in classrooms as a method of teaching English language. It aims at saving the time and effort of both teachers and students and increasing students' interest in the topic of the class through changing the traditional way of learning by providing new situations and new tools.

1.6 Limitations of the Study

This study is limited to the tenth grade male students enrolled at Joza Secondary School for Boys in Karak Educational Area during the second semester of the scholastic year 2011-2012. The study is also limited to investigate the use of technology in teaching the Action Pack series which is used for teaching English as a second language. Unfortunately, the findings of the present study may not though be generalized to other Educational areas in Jordan.

1.7 Operational Definitions

Technology: The process of using scientific, material and human resources in order to meet human needs and purposes.

Conventional method: the traditional way where technology is not employed in the teaching – learning process.

Action pack: An English course for basic and secondary level students in Jordan which includes a student's book, teacher's book, cassettes and CDs. These materials are based on the general framework and outcomes of English secondary level students curricula in Jordan, where this language is regarded as a foreign language. Although the English curricula outcomes of the Jordanian Ministry of Education approach the language skills separately, the Action Pack materials have approached these skills in an integrated way in terms of the tasks and activities for both learners and teachers.

Chapter Two
Theoretical Framework

2.1 Theoretical Background

Good pedagogical practice should have a theory of learning at its core. Technology is rarely designed for education and as a result there is really no model for using technology in learning, only adaptations of existing models of learning (Peachey 2004). For many theorists it is the interaction between student and teacher and student and student in the online environment that enhances learning (Mayes and de Freitas 2004).

From the mid 1990s onwards as interest in virtual communities (Abbott 2001) in higher education increases. We begin to see the emergence of e-theories that build on these and other theories of learning. Wenger (2007) described communities of practice, developing what he and Lave had first written about in 1991, where learning is socially situated and mediated through a community and this theory has been adopted to explain interaction in an online community (Wenger 2007). Social constructivist theories, where the context in which learning occurs and the social contexts that learners bring to their learning, have in turn led to communal constructivist theories as a result of the growth of online learning communities. In a Communal Constructivist Model students and teachers are not simply engaged in developing their own information but actively involved in creating knowledge that will benefit other students (Holmes, Tangney et al. 2001; Leask and Younie 2007). In trying to understand how students work collaboratively online Laurillard developed her Conversational Model for learning where the discussion between student and teacher, and the ways in which the teacher mediates learning (through course resources) is what leads to deep learning (Laurillard 2006). There are common threads linking together these theories of learning; community, collaboration and discussion.

Salmon (2005) developed a five-stage model of e-learning and e-moderating that for some time has had a major influence where online courses and online discussion forums have been used. In her five stage model individual access and the ability of students to use the technology are the first step to involvement and achievement. The second step involves students creating an identity online and finding others with whom to interact; online socialization is a critical element of the e-learning process in this model. In step 3 students are giving and sharing information relevant to the course to each other. Collaborative interaction amongst students is central to step 4. The fifth step in Salmon's model involves students looking for benefits from the system and using resources from outside to deepen their learning. Throughout all of this the tutor/teacher/lecturer fulfills the role of moderator or e-moderator, acting as a facilitator of student learning.

In the absence of any or many other theories and with the popularity of online environments, especially in higher education, Salmon’s model has proved influential, although some criticism is now beginning to emerge. Her model does not easily transfer to other contexts .It ignores the variety of learning approaches that are possible within computer mediated communication (CMC) and the range of learning theories that are available (Moule 2007). The role of the moderator/e-moderator is one that is disputed. For Garrison and Anderson the moderator is not a facilitator but, as in the face-to-face classroom, is the central figure in the learning experience of the student and the key to developing deep learning in online discussions (Garrison and Anderson 2003). Best practice has yet to emerge and a single best practice model may be unlikely given the range of teaching styles, the potential ways technology can be implemented and the ways in which that technology itself is changing (Meredith and Newton 2003).

In spite of this diversity, pedagogy within British schools has focused on content, rather than process Cuthell, J. (2003). Awareness of other theories of learning has not prevented a behaviorist model of teaching and learning being the dominant paradigm in teacher-pupil interactions. For most of last century pedagogy has been instructional in nature (Cuban 1986); it is how teachers were taught as pupils, it is how they were taught to teach. It may be that the focus on exam results as a way of measuring school performance means that a change in pedagogy or a willingness to experiment is unlikely (Green and Hannon 2007). There is support in the literature for the view that new technologies are transformational (Graves 2001; Garrison and Anderson 2002) and will move education from a traditional, behaviorist, subject-focused model towards a constructivist, student-centered one (Twining, Broadie et al. 2006).

2.2 The Theory of E-learning

Over twenty years ago Pattron (1981.13) remarked that distance education has managed very well without any theory .The same can be said today of E-learning.The incredible weight of published article, institutional investment in practice and uptake of web-based education tools in the past decade testifies that E-learning practice has achieved a momentum that will make it a central part of future education.

The vast amount of literature in E-learning is practice-based. It is unlikely that E-learning practice will continue to evolve until the theoretical underpinnings of E-learning are explored or debated, providing a wider platform and a common philosophy for E-learning development. There are few examples of academic literature specifically concerned with

E-learning theory and unfortunately the use of technology in education has tended to be technology-led rather than theory-led (Ravenscroft 2001) .

Theoretical principles can be likened to the roots of the tree. They are the root system that determines the health of the tree and also the extent to which it can grow. Unless attention is given to E-learning theory, E-learning practice cannot develop fully.

The truth of theory's central role in the development of practice is recognized across all fields of activity . As Bangert (2000) points out we tend to conduct life based on many theories that are below the level of conscious thought and accepted them without examination. But, being conscious of theories and subjecting them to examination is essential because they are important to learning and change. Nickols (2003) lists ten fundamental principles for E-learning the following are the most relevant principles to this study .

Principle 1 :

E-learning is a means of implementing education that can be applied within varying models (for example , face to face or distance education) or educational philosophies (for example behaviorism and constructivism) .

In this study the principle number one is used to test the ability of using E-learning as a means of education and to test the possibility of applying different education philosophies with E-learning theory , and how the students of the study can be encouraged to construct their own knowledge using technology tools .The use of technology in education has a significant history. Initially, computers were applied in behaviorist mode (Ravenscroft 2001)and Tam (2000) provides an excellent overview of how technology can be used for constructivist purposes. Technology is a means in which different educational models and different educational philosophies can be used which gives the teachers several choices to choose what is suitable for their program of teaching.

Principle 2:

E-learning can be used in two major ways ;the presentation of education content, and the facilitation of education processes.

E-learning can both make information available and play a part in student's self-construction of knowledge and it is important to note that technology is not content and is not process rather, it can be used to provide access to both Nickols (2003). In this study technology is used as a source of information or content using the Internet as a resource and through the computerized lessons that are available at the website of The Ministry of Education with other educational websites and as a facilitator of accessing both the content and the process of education.

Principle 3:

The overall aim of education, that is, the development of the learner in the context of a predetermined curriculum.

The most important part in the process of education is the curriculum. Principle number one establishes E-learning as a means of implementing education; development of the learner in context of the curriculum is still the end.

In this study the change is in the tools that are used, but the objectives of the curriculum do not change. E-learning tools can be used to encourage students to explore topics on their own and to change the situations in which the process of education takes place. This means the objectives of the curriculum are the essential whether or not the students can use the technology that will determine their success in workplace.

Principle 4:

E-learning tools and techniques should be used only after consideration has been given to online vs. offline trade- offs.

This step is very important, to make sure that, the students of the study are able to continue their studies. If the are away from a computer, it may be more appropriate to provide certain material on paper or CD-ROM rather than over the web in many cases. In this study the alternatives were available, because some students do not have computers at home or they do not like to read from a screen, these cases required to print the material out.

Principle 5:

The choice of e-learning tools should reflect rather than determine the pedagogy of a course; how technology is used is more important than which technology is used.

Mark Nickols (2003). Claimed that technology is pedagogically neutral and can therefore be applied to all of the pedagogies. It follows then that the poor implementation of technology must reflect poorly implemented pedagogy. The selection of education approach or philosophy is therefore more important than the selection of the technology itself. If this hypothesis is true, then the responsibility for E-learning failure rests on those who chose the technology tools to use and how they were implemented. However the reverse is also true. Effective pedagogical decisions can make simple technologies extremely useful.

In this study the researcher uses Resource based Learning as pedagogy to actively engage students with multiple resources in both print and non-print form. Students take responsibility for selecting resources, that appeal to their own learning preferences, interests and abilities. Thompson and Henley (2000) provide a comprehensive list of resources ranging from traditional reference books to the Internet,

2.3 Related Studies

It is clear that the benefits of computer assisted language learning (CALL) has been widely accepted and educators agree that it can be an effective instructional tool. Both CALL advantages and limitations were explored and discussed with regard to its applications in various skills areas, with reading and writing as the two most frequently explored areas. The interest in technology appeared to center on the multimedia capabilities of providing authentic learning situations, and local or distant networking capabilities (such as email, synchronous and asynchronous exchange to facilitate written communication. The use of the world wide web (WWW) in language classrooms has increased in recent years.

Stepp-Granny (2000) reports that technologically equipped classrooms increase student's motivation because of the interactive nature of the activities. Isman et al. (2004) implies that students always have positive and optimistic ideas for using computer in the classrooms well as innovative games.

and it gives opportunity for students to create new ideas and develop their problem solving skills while providing self-responsibility.

Banlgert-Drawns (1993) carried out a meta-analysis of studies that looked at processing effects on the quality of the students writing. These were studies in which one group of students compositions with word processors, and a second group wrote compositions with paper and pencil Banlgert-Drawns (1993) located (32) studies of this type. Twenty of the studies contained quantitative information on word processing effects on overall quality of students writing. These studies were conducted in elementary and secondary schools as well as in postsecondary institutions. In (13) of the studies the students who wrote with word processors produced higher-quality compositions, but in (7) studies the students who wrote with paper and pencil produced better compositions Bangert-Drawn's collections of (32) studies included five studies with quantitative data on word processing effects on composition length. These five studies provided clear evidence that composition were longer when student composed on word processors. In each of the five studies, composition written on word processors' were longer than compositions written with paper and pencil.

Miller (1992) pointed out that computers had a positive impact on students by increasing their motivation to learn. Explore and discover and extending their mental capacities. They can now search for answers to questions and become actively involved with the subject matter. Miller ,moreover , demonstrated that computers increased their desire for inquiry and enhancing their analytical and problem solving skills.

In recent years, student access to computers has increased dramatically, and writing experts have taken a new look at computer effects on writing.

Instead of focusing exclusively on the mechanical benefits of computers, writing experts are now looking at the degree to which written communication increases in quantity and quality in computer-rich classrooms. This new perspective is a constructivist one, and it stresses the importance of students engaging in authentic writing for a variety of audiences. Some constructivists think that in a computer-rich environment, writing students have more opportunities for authentic. They communicate more in writing with peers and teachers at their schools, and they may even communicate more in writing with those outside their schools. Some constructivists believe that the ultimate payoff from this enhanced experience of writing in the real world will be an improvement in the quality of student writing.

Nix (1998) investigated effects of regular use of an e-mail system on the writing skills of fourth graders. Subjects for the study came from two Texas schools that were similar in demographic and academic characteristics. Students in the experimental school exchange e-mail with students at another school for the last three months of the school year. She found greater overall improvement in writing in the experimental group who exchanged e-mail with students at another school for the last three months of the school year.

The research of Pacheco (2006). Focused on the students' views of using technology to learn the language rather than the other studies which focused on the impact of technology to show academic gains or lack by using pretest-posttest showed a great growth in student' achievements, and they expressed their positive attitudes toward such medium.

Kulik, J. (1991) surveyed more than 500 studies which compared learners who received computer-assisted instruction with the learners who received traditional instructions. They found that learners tend to learn more and in less time with computer-assisted learning.

In one of the first extensive studies of interactive texts, children in kindergarten through third grade used an interactive basal reader that featured synthesized speech, animation definition, pictures and other tools (Higgins & Boone 1991). During the first year, students at three of the four grade levels significantly outperformed their counterparts in classrooms using the traditional basal readers. Medwell (1996) found that early readers increased the accuracy of word recognition and text comprehension significantly when they used electronic books; peers using paper copies of the same book did not show the same gains, even with teacher support. The value of this type of technology is further support by a study by Mathew 1997, who found that repeated use of electronic books increased early readers abilities to retell stories they read.

Labboand and Reinking 2000 reported that through the digital storybooks, they could attract engaged most learners to learn because of

their features that are not possible with printed materials. The students interacted with the computer at their own which gave them the chance to work and express themselves freely without any shyness.

In a five-year study, researchers at Stanford Research Institute found that technology-using students in challenge 2000 multimedia project classrooms outperformed non-technology-using students in communication skills, teamwork and problem solving.

A study of 700 students from eleven schools districts in Tennessee found that students doing projects using videotaped problems over a three-week period performed better in a number of academic areas later in the school year. The study, by the cognition and technology group at Vanderbilt University examined student competence in basic math, word problems, planning capabilities, attitudes, and teacher feedback. Students who had experience in the project work performed better in all categories.

In a study done by Kang and Dennis (1995), an investigation was conducted to determine whether or not the use of computers facilitates the vocabulary development of beginning English language learners. The study was conducted in Seoul, South Korea. The fifth grade students learning English were assigned to three different groups. The type of studies done by the three groups were: definitions, picture, and context. The group studying definitions was given the English word with the definition written in Korean. This group relied mainly on rote memorization. The group studying pictures were given the definition as well as a picture. The third group was given a situational context employing the English word first and then given the definition and picture.

There were also some negative findings with regards to the use of word processing programs in the language classrooms. For instance, some studies suggested that students seemed to revise less on a computer than with paper and pencil (Hyland, 1993). A possible explanation for the negative results yielded by some research may hinge on the assertion that a student's success depends on his or her word processing skills. That is, in addition to their writing skills students are also inadvertently evaluated based on their word processing skills. Ritter (1993 suggested that positive changes in writing behaviors required additional training time for students to become accustomed to the use of the software.

In the Landerholm, Karr, and Mushi project, students also created book reports with their parents on the computer. Current software allows for much creativity, such as including sounds, video, clip art and photos into the text of the report. Doing the book reports encouraged the children to read more and more books. One child in the program read nearly 300 books in one year.

A significant amount of literature explored the potentials of computer technology with regards to teaching and learning languages more

effectively. Dunkel (1990), for example, asserted that the possibilities of computer technology as a tool could include increasing language learners' (1) self esteem, (2) vocational preparedness, (3) language proficiency and (4) overall academic skills.;

Three studies focused on the development of listening. Brett (1997) examined the usefulness of multimedia technology over simple audio and video equipment in promoting listening skills and concluded that multimedia could appeal to different modalities and hence may more effectively deal with different learning styles.

Jakobsdottir and Hooper's study (1995) had a unique focus. They used a modified Total Physical Response method to gauge elementary students' listening skills. Students selected buttons and graphics on a computer screen in response to commands given in Norwegian. They concluded that providing congruent text with spoken words facilitated acquisition of listening skills, at least for these elementary students.

Research from 1990-2000 provided some evidence on the effectiveness of computer technology in second language learning. Findings from numerous studies suggested that the use of visual media supported vocabulary acquisition and reading comprehension, and helped increase achievement scores

Chapter Three
Design and Methodology

3.1 Population and Sample

The population of the study consists of 40 male students in the tenth grade of Joza Secondary School for Boys in Karak Educational Area. The sample of the study is divided into two groups: experimental and control group with (20) students in each.

Table 1
Distribution of the Sample

Tenth Grade Students	Experimental group	Control group	Total
	20	20	40

3.2 Instruments

This study aimed at investigating the effects of using classroom technology to improve the acquisition of English as a second language and to achieve the outcomes of the Action Pack, the course that is used to teach English for basic and secondary level students in Jordan. For this purpose the researcher used computer laboratory at Joza Secondary School for Boys to teach the students of the experimental group different skills of English language. The researcher also conducted pre-post achievement test for both groups to compare the achievements of the experimental group, the group who learned with technology aids with those of the control group, who learned via conventional method.

3.3 The Validity of the Instrument.

The students of the study were taught about the importance of technology in teaching in general and teaching languages in particular, some students were familiar with this method, so they had a good preparation and understanding of what they were going to do, which made the process of applying technology to teach English somehow easier. The administration of the school helped to prepare the computer laboratory for the study and each participant was given a computer. With the help of two computer teachers, the computers were connected to the Internet and they instructed the students how to deal with some technical issues. The first

three chapters of the of Action Pack were divided into, grammatical rules, vocabulary, pronunciation, writing and reading comprehension and each skill of them was given a class every week for a period of six weeks. With the instructions of the researcher the students used the website of The Ministry of Education (edu-wave) and many other websites which are related to teaching English. With the help of Muta'h University instructors' comments and suggestions, the test was designed in consistence with the material and the skills that were taught.

3.4 The Validity of the Tests

The tests were designed according to the content of the taught course and the tests were submitted to a jury of university instructors from the Department of English at Mu'ta University to assess their consistency with the material of the study and to assess the difficulty and adequacy to participants. On the basis of the jury's suggestions and comments, some questions were modified.

3.5 Procedures

After getting the permission from the administration of the school(Appendix 1). First, the role of technology in teaching languages was explained to the students of the study. Secondly, the students of the study were divided into two groups experimental group(the group that will learn through using technology) and the control group(the group that will learn through the conventional method).The researcher worked to make the computer laboratory at the mentioned school ready to use, with a computer for each student of the experimental group.

Also the researcher conducted the achievement pre-test at the beginning of the study for both groups to examine the equivalence of both groups before applying the new strategy.

After applying the method of using technology from the 10^{th} of February to the 25^{th} of March (2012) for the experimental group for a period of six weeks with five classes every week in total of (30) classes. The researcher administered the post-test for both experimental group, who used technology as a method for teaching languages and for control group, who used conventional method, in order to compare the achievements of both groups to show whether using technology in classrooms to teach English was effective or not.

3.6 The Tested Skills

This section clarifies the tests that were designed by the researcher who depended on the content of the course. The tests were designed to measure the skills of what the students have learnt through (30) classes

with technology aids to be compared with the students who learned with traditional method of teaching. For this purpose the researcher conducted five tests which assesed the achievements of the students in five skills, vocabulary, pronunciation, grammar, reading comprehension and writing. All these tests are multiple choice questions except the writing tests which was scored according to correctness of the sentences and the meaning they conveyed.

3.6.1 The Vocabulary Test

This test investigated whether the students of the study would learn vocabulary better when they learn them with technology aids or not. The students of the study were given a test which included (10) questions constructed by the researcher. The test was divided into two parts; in the first part the students were asked to choose the correct answer out of three answers to fill the spaces in the given sentences. In the second part they were asked to choose the best definition for the given words (Appendix 1).

3.6.2 The Pronunciation Test

This test investigated the effect of using technology in acquiring the correct pronunciation of the words that were selected as difficult or with strange pronunciation for the students of the study. Because the written English and spoken English in many cases are obviously different the researcher paid more attention to this aspect. During the study the students were ordered to listen carefully to get the ideal of a perfect English pronunciation. Also they were instructed to repeat over and over again and matching their sounds with what they heard. At the end of the study the test of pronunciation was conducted to asses the achievements of both groups. The test consisted of (10) items (5) of them examined the pronunciation of consonants and (5) of them to examine the pronunciation of vowels (Appendix 1).

3.6.3 The Reading Comprehension Test

This test investigated students' performance when reading with or without the help of technology. A passage was given to the students of the study with (10) comprehension questions to asses the performance of the two groups; the group who learned with technology and the group who leaned with the conventional method of teaching languages(Appendix 1).

3.6.4 The Grammar Test

This test investigated the effect of using technology in acquiring and using the grammatical rules correctly. For this purpose the researcher conducted a post-test in grammar for both groups to find out which method is more effective to teach English grammar. The test which consisted of (10) grammatical items examined the understanding of the following grammatical rules. Modal verbs: can, could, should, must, have to and the conditional sentences. The students in this test were asked to choose one out of three answers to fill the space in a given sentence (Appendix 1).

3.6.5 The Writing Test

This test result was limited to compare the progress of the students in writing e-mails. Thus many other types of writing were not included in this study due to the limitation of time that prevented the researcher to cover all the aspects of writing. In this test the students were asked to write an e-mail of (10) sentences and the test was scored according to the correctness of grammar. The students were asked to send each other e-mails according to suggested situations. Each pair of the students was asked to send e-mails to each other. One of them performed the role of sender according to a given situation while the receiver had to reply. For example one of the students was instructed to send an email to an American friend inviting him to visit Jordan and telling him about the historical places that deserve visiting, whereas the other student was ordered to reply as an American friend telling the sender his decision. In other words role play strategy was applied in this test with many situations similar to the one above and the result were scored according to the criterion mentioned (Appendix 1).

3.7 The Material of the Study

The data of the study consisted of the first three chapters of the Action Pack second semester, which consisted of different language skills, grammatical rules, vocabulary, pronunciation, reading and writing. Also the data were taken from different websites that are concerned with the effectiveness of using technology as a method of teaching foreign languages. Also different references from the library of Mu'ta University were chosen to gain deep insight into the topic. Also the website of The Ministry of Education was a very helpful website to the study in both getting the data and applying them through many computerized lessons that were available at the website.

Chapter Four
Analysis and Discussion

This chapter discusses the results of the study, which tried to investigate the effectiveness of using technology to teach English as a second language for tenth grade students. It also provides a statistical analysis and gives answers to the questions of the study.

4.1 Statistical Analysis

In this study a pre-test in English language skills was conducted by the researcher to asses their language proficiency in vocabulary, pronunciation, reading comprehension, grammar and writing. The test was given to both groups to make sure of the equivalency between the two groups and to examine the level of both before applying technology as a method to teach the experimental group. The researcher found that both groups were equivalent according to the results of the pre-test and differences between them were checked by using T-test as table (2) shows.

Table (2)
T-test for the groups' equivalence

Test	Group	Mean	Std	DF	Std. Error	T	Sig
vocabulary	Control	9.25	.85		.31	-.965	.340
	experimental	9.55	1.10				
pronunciation	Control	9.40	1.23		.38	-.789	.435
	experimental	9.70	1.17				
Reading comprehension	Control	10.40	1.27	38	.59	1.859	.071
	experimental	9.30	2.32				
grammar	Control	10.55	1.05		.51	1.476	.148
	experimental	9.80	2.01				
writing	Control	9.20	1.44		.55	.811	.422
	experimental	8.75	2.02				
Pre-total	Control	48.80	3.27		1.39	1.224	.228
	experimental	47.10	5.28				

The results in Table (2) showed that there were no significant differences in the total means between the members of each group experimental and control. Yet such differences in mean scores tend not to be significant. The value of (T) indicates that there aren't any statistical differences at (a ≤ 0.05) which means the two groups were equivalent. with the value of (T) (1.224) in the total of pre-test. Also the table shows that there were no differences in the part tests. (T)

values were (-.965) for the vocabulary test, (-.965) for the pronunciation test, (1.859) for the reading comprehension test, (1.476) for the grammar test and (.811) for the writing test. Such differences in the five tests scores tend not to be significant. Also the total means were (48.80) for the control group and (47.10) for the experimental group which indicates there were no differences between the groups.

To show the effectiveness of using technology, the researcher used the computer laboratory at the mentioned school to teach the experimental group the English language skills of Action Pack with technology aids. While the control group was taught via traditional method. A T-test was used to make sure if there were significant statistical differences between the students' achievement of both groups. Table (3) below shows the statistical differences between both groups:

Table (3)
T-test of post-test results

Test	Group	Mean	Std	DF	Std. Error	T	Sig
vocabulary	Control	10.05	1.00		.31183	-12.67	.000
	Experimental	14.00	.97				
pronunciation	Control	10.00	.86		.29019	-17.23	.000
	Experimental	15.00	.97				
Reading comprehension	Control	12.00	1.17		.34793	-11.50	.000
	Experimental	16.00	1.03	38			
grammar	Control	12.05	1.15		.33619	-11.75	.000
	Experimental	16.00	.97				
writing	Control	10.00	1.41		.36274	-11.03	.000
	Experimental	14.00	.79				
Post-total	Control	54.10	2.73		.80426	-25.99	.000
	experimental	75.00	2.34				

Table (3) results showed that there were statistically significant differences in the means between the experimental group, who learned with computer aids and control group who learned with traditional method of teaching. (T) value was estimated as (-25.99) that had a significant difference at ($a \leq 0.05$) which means. The experimental group who taught with technology aids achieved higher scores in the post-test than the scores of the control group that was taught by conventional method. Also the table showed that there were significant differences in the all parts of the test. (T) values were (-12.67) for the vocabulary test, (-17.23) for the pronunciation test, (-11.50) for the reading comprehension test, (-11.75) for

the grammar test and (-11.03) for the writing test. Such differences in the five tests scores proved significant differences between the groups with higher scores for the experimental group.

4.2 Discussion

4.2.1 Discussion Related to the First Question

The first question the study tried to answer the question of whether there were statistically significant differences (a ≤0.05) of using technology as a method to teach the Action Pack series?

The results of Table (3) above showed that there were statistically significant differences in the means between the experimental group, who learned with technology and control group who learned with traditional method of teaching.

In the total post-test (T) value was (-25.99) which had a significant difference at (a ≤ 0.05) which means, there were significant statistical differences between the achievement of both groups. The table also showed that there were differences in means between the two groups (75.00) the mean of experimental group and (54.10) for the control group which proved that using classroom technology method was more effective comparing with the conventional method.

This can be interpreted on the ground that using technological tools tended to create an attractive environment. During the implemented exercises in the traditional classroom using the traditional tools, books and pens, few students participated actively and showed enthusiasm whereas the students who taught with computer aids participated actively and showed more interests. This progress in learning for the experimental group suggests that the students in the two groups were assigned randomly, taught the same material and took the same test and were at the same level at the beginning of the study as Tables (2) above indicates. They were assumed to be identical in all respects except the use of technology aids. It can be claimed that the differences in the post-test scores between the experimental group and the control group were due to the use of technology.

4.2.2 Discussion Related to the Second Question

The second question the question of whether classroom technology covered all the parts of Action Pack?

Table number (3) results showed that there were significant differences in all five tested skills. The (T) values were (-12.67) for the vocabulary test, (-17.23) for the pronunciation test, (-11.50) for the reading comprehension test, (-11.75) for the grammar test and (-11.03) for the writing test. Such differences in the five tested skills scores proved significant differences between the groups, with higher scores for the

experimental group in all of them. In the vocabulary test the experimental group recalled the meaning of (70 %) of the given words whereas the non-technology group recalled the meaning of (50 %) of them. The technology group outperformed the non technology group in recalling the meaning and filling the spaces with appropriate words. This supports the claim by Kang and Dennis (1995), the use of computers facilitates vocabulary development of beginning English language learners as the table (3) above indicates.

It can also be claimed that the experimental group's progress may due to the easiness of using the dictionary while reading passages. They could check the meaning of unfamiliar words in just a double click on the word through electronic dictionary, which is one of the most powerful language learning tools that available through computer technology which actually have transformed the way in which the students can look up a dictionary entry to find meanings, translate and find examples of use. While the students in control group took them much time and effort, to find out the meaning of unfamiliar words in ordinary dictionaries, which affected their scores in the vocabulary test.

Another explanation is that students in the technology group may be connected the meaning of the words with images or visual effects that were provided or with the sounds they listened, which helped them to recall better.

In the pronunciation post-test Table (3) results show that there was significant difference. (T) value was (-17.23)with differences in means between both groups (15.00) for the experimental group and (10.00) for the control group. which indicated the effect of using technology to teach pronunciation.

In percentage the group who used the tools of technology soft wares, CDs, Cassettes and imitated the sounds they heard to practice pronunciation, could pronounce (75 %) of the consonant sounds and (65 %) of the words which carried vowel sounds correctly, whereas the non-technology group pronounced (60 %) of the words with consonant sounds and only (40 %) of the words with vowel sounds.

It is clear that the cause of these differences between the two groups scores was due to the use of technological tools, since the two groups were at the same level of competence and both were taught the same sounds.

This supports the claim by (Young1990). Computer-assisted Pronunciation Training (CAPT) systems seem to meet the requirements of pronunciation training and offers a number of advantages. First, they make it possible to address individual problems. Secondly, they allow students to train as long as they wish. Third, giving students a chance to

train individually, these systems may lead to a reduction of foreign language classroom anxiety and thus indirectly favor learning.

The results of the reading comprehension post-test. showed that there was a significant statistically difference between both group. Table (3) above indicated that the (T) value was (-11.50) with the mean of (16.00) for the experimental group and (12.00) for the control group, which illustrated the effect of using technology to teach reading comprehension. In other words the students in the experimental group could answer (80 %) of the comprehension questions whereas the students in the control group answered (60 %) of them. This result seems contradictory to the finding of James Kulik (1994) who found no significant differences in comprehension scores between the students who learned with technology aids and those of the students who learned without. The difference in the results could be attributed to the differences in the research design, the passages that used, the number of participants and the type of technology used. Much research indicates that there are strong relationships between vocabulary and reading comprehension. This means if we teach students more words, they will understand texts better. Since the role of technology in acquiring and recalling vocabulary has been supported by research and by the results of this study, it is clear that technology can improve reading comprehension, because students could get the meanings of unfamiliar words in the passages easily.

On the other hand, the finding of this test was consistent with those of Matthew, (1997) Doty, et al, 2001. Technology can increase and aid reading comprehension by helping students focus more on understanding the meaning behind the text and less on decoding, also through a software that reads the story aloud as the student reads. It is useful especially for struggling learners because the struggling readers are able to listen to the words as they read the text. The result of reading comprehension test also is in line with Moody (2007) study which showed significant higher levels of improvement students who led the e-storybook over who led traditional storybook. Ward (1994) pointed out that the electronic instructional media contains pages that are read aloud by the computer, pictures are animated with sounds, to enhance and sustain students' interest with the supplement of reading aids such as repetition and definition of unknown words

During the experiment the researcher noticed that the students in the experimental group tended to read the texts more than once, this means technology increased the interest level for students, and that could be one of the reasons behind their progress in reading comprehension test.

Since the two groups were at the same level of competence at the beginning of the study.

The only explanation for the different results is the researcher's application of the computer aids to enhance reading comprehension, such as multimedia, text, audio, video, graphics, animation, and interactivity which invited greater interest from the students.

Regarding the grammar post-test the (T) value for this test was (-11.75) which proved a significant difference between the two groups, respectively, indicated the effect of using technology to teach the grammatical rules of English language. The post-test scores revealed that, the scores of the experimental group that use technology is greater than the control group that does not use technology, which showed a clear significant effect of technology on students' acquisition of grammar.

In figures, the experimental group could answer (75 %) of the grammatical items correctly whereas the control group could answer (65 %) of them. This result stands as evidence of the effectiveness of using technology in teaching grammar. The possible reasons behind the different results as the researcher believes are that, first, the experimental group could get more extensive explanations for the grammatical roles from many resources with more examples of use than the control group, who were satisfied with those provided by the traditional material and teacher.

This surely was due to the benefit of using the Internet as a source of information through surfing the websites concerned with teaching grammar. Second, children in general actually like using technology as the researcher believes. It is a psychological aspect that children in their nature want to discover things, want to find answers to their questions, and they might find the computer the best tool that helps them to discover the world around them and to find out their questions. It is also possible that they were motivated to learn from computers better than books, and they might revise the lessons through computers more frequent than books.

The result of the grammar test is supported by the claim of Faizah Mohamad (2008) who carried a study in Malaysia to compare two grammar teaching methods: Internet-based grammar instruction (IBGI) and conventional pen and board instruction (CPBI). The study involved 50 college-level students in Malaysia, the results showed that the students who went through IBGI performed better than those who received CPBI in the learning of certain grammatical items. The findings also indicated that students who experienced IBGI made fewer grammatical errors in their

essays when compared to their CPBI counterparts. This study provides empirical support for the claim that the Internet is a useful tool in teaching of grammar.

In the writing post-test, Table (3) results show that there was a significant difference and the (T) value was (-11.03) which illustrates the effect of using technology and e-mail system particularly to teach the skill of writing. the result of this test which shows a significant difference between the two groups, reveals that the overall score of the experimental group was better. The experimental group could produce (70 %) of the sentences correctly whereas the control group could produce (50 %) of them.

The test findings related to the effect of using technology to improve writing is in line with Nix's study (1998) who reported clear positive results. She investigated the effects of regular use of an e-mail system on the writing skills of fourth graders. Nix compared improvement in handwritten essays from the two groups during the three-month treatment period. She found greater overall improvement in the experimental group's writing, who exchanged e-mail with students at another school for the last three months of the school year.

A possible explanation for the different results between the two groups might be that using email technology in classroom creates a kind of authentic communicative situation. When students are using technology as a tool or a support for communicating with others, they play an active role rather than the passive role of recipient of information transmitted by a teacher, textbook or broadcast.

Since all the skills of any language vocabulary, reading comprehension, writing, pronunciation and grammar are the essential components of the language and if the technology improves one of them it actually improves the whole body of language. According to the results of the five tested skills discussed above the answer to the second question is positive. Technology can cover all parts of Action Pack.

4.2.3 Discussion Related to the Third Question

The third question the study tried to answer was whether classroom technology focuses on technology instead of curriculum objectives?

Comparing pre-test and post-test results is a clear answer to this question. If classroom technology focused on technology instead of curriculum objectives, the control group could gain higher scores than the experimental group. In this study technology was a helpful tool to achieve the objectives of the curriculum and to get the outcomes of the Action Pack. In addition to the vital role of technology in teaching English language, it also played a crucial role in increasing the motivation among the students and evoked their interest and also helped them to learn

technology as well. The answer to this question also can be drawn from the scores that illustrated in table (3) above which showed the total means of both groups with (54.10) to the control group and (75.00) to the experimental group.

4.2.4 Discussion Related to the Fourth question

The fourth question that the study tried to answer was:
"Is it effective to use classroom technology to teach languages?
Table (3) illustrated the effectiveness of technology as a method of teaching English. This can be explained on several grounds. The students showed an improvement after applying technology to teach them. The mean of experimental group before applying technology was (47.10) but after applying technology, it rose to become (75.00). This improvement can be referred to the effective tools that computer provided and to the rich activities and exercises that were also provided by the Internet.

In this study the researcher also noticed that teaching the experimental group in computer laboratory increased the level of motivation among the students which could be evidence of the effectiveness of using classroom technology in language teaching, because motivation is one of the most important aspects of second language acquisition. It is a kind of desire for learning. It is very difficult to teach a second language in a learning environment if the learner does not have a desire to learn a language. Taken into consideration from that aspect, to be able to make the learner active and desirable. This view is consistent with Reece & Walker (1997) who stated that motivation is a key factor in second language learning, that a less able student who is highly motivated can achieve greater success than the more intelligent student who is not well motivated. Since research highlighted that the importance of motivation in learning languages and highlighted the role of technology in increasing the motivation. It is possible to say that technology is effective in learning second language.

Chapter five
Findings and Recommendations

5.1 Findings of the Study

The purpose of the study was to investigate the effectiveness of using classroom technology in the Jordanian Governmental Schools in Karak Educational Area during the second semester of the scholastic year 2011-2012.

The results of the T-test showed that there was no statistically significant difference between the achievement of the experimental and control group on the pre-test. This indicated that the two groups were equivalent at the beginning of the study.

The results of the study proved that students in the experimental group showed significant improvement in different skills, vocabulary, reading comprehension, pronunciation, grammar and writing as measured by the post-test scores. By contrast no such improvement in these skills was evident for the students in the control group that was taught by the traditional method of teaching. This proved that technology positively affected the achievement of the experimental group.

The first explanation was based on the researcher's observation during the application of the method. Students in the experimental group showed great motivation towards using computers in teaching English. The effect of using technology as a method of teaching in increasing the motivation of the students tended to be consistent with Stepp-Granny (2000) who reported that technologically equipped classrooms increase student’s motivation because of the interactive nature of the activities. Also this aspect of technology is supported by the claim of Wang (2004) that computers and every kind of technological equipment give students the sense of freedom and encouragement. With the help of technology students were active, motivated and involved in language learning process.

The second explanation of the results obtained by the second question of the study was due to the positive effect of technology on the students' ability to recall the meanings of words and comprehend the passages through e-content. Moody's (2007) study showed significant higher levels of improvement; students who led the e-storybook over who led traditional storybook. Another reason could be the positive effect of the Internet on improving the writing skill by using email technology, surfing websites that provided them with extensive explanations for the grammatical roles with too many examples of use. Also the use of technology brought lot of advantages into the classroom. Students in the experimental group had a chance to see the real world in the classrooms and offered them new and active learning environment.

The present study proposed a teaching method for enhancing and developing English language skills for tenth graders at Joza Secondary School for Boys. The results of the study revealed that teaching English language with technology aids is better than teaching it with conventional method.

5.2 Recommendations

In light of the result of the study, the researcher proposes the following recommendations.

1. The Ministry of Education should provide extensive training courses and workshops for the teachers of English on regarding classroom technology.

2. Further experiments are recommended for longer time duration under different conditions on the other aspects of writing skill and the skill of speaking

3. Technology as a method of teaching should be applied obligatorily as a major method to teach English language in Jordanian schools.

4. The administrations of schools should work on developing computer laboratories and increasing the number of computers.

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Appendix 1

The Achievement Pre-Post T

Tenth-Grade **Vocabulary Test**

Student's name:________________________________

A. Choose the correct words to complete the following sentences.

1. There is always____________ traffic on the motorway especially at rush hours.

A-heavy B-strong C-big D-small E-little

2. It is ____________ to drive without license.

A-legal B-illegal C-formal D-polite E-acceptable

3. It is not______________ to understand if you are tired.

A-easy B-hard C-lucky D-nice E-good

4. Coal is used to _____________ electricity.

A-generation B-generator C-generate D-general E-generative

5. The light went out because of an_____________ problem.

A-electrical B-electronic C-electrum D-elictricon E-elected

B. Circle the best answer to the following.

1. oilfield is

A. a wall across a river.
B. area which produce a lot of oil.
C. a field of crops.
D. an empty area.
E. a farm

2. A group of boats belonging to one company is called.

A. a crew
B. a group

C. a fleet
D. a flout
E. a flag

3. To stop working usually because of certain age.

A. retire
B. get out
C. give up
D. take up
E. escape

4. come down to the ground from the air is called.

A. leaving
B. landing
C. set off
D. take off
E. slow down

5. The word "close" in I live close to the hospital means.

A. not opened
B. far away
C. near
D. isolated
E. between

GOOD LUCK

Tenth-Grade **Pronunciation Test**

Student's name:______________________________________

Choose the correct sound that represents the underlined part to the following words. (20 points)

1. pepper

a- e **b-** i: **c-** eɪ

2. shown

a- əʊ **b-** ɑ: **c-** ɒ

3. curt

a- i: **b-** ɜ: **c-** eɪ

4.contain

a- ɜ: **b-** i: **c-** eɪ

5. laugh

a- ɑ: **b-** ɔ: **c-** æ

6- growth

a- ð **b-** θ **c-** t

7- judge

a- ʒ **b-** dʒ **c-** tʃ

8- <u>sh</u>ould

a- ʃ **b-** tʃ **c-** s

9- <u>th</u>irst

a- ð **b-** t **c-** θ

10- review<u>s</u>

a- z **b-** s **c-** ʒ

GOOD LUCK

Tenth-Grade **Reading Comprehension**

Student's name:___________________________________

Read the following text then answer the questions below (20 marks)

INVISIBLE POWER

For several years countries around the world have been looking for new energy sources to replace fossil fuels when they eventually run out. The country which makes the most use of solar power is Japan, and Denmark uses more wind power than any other country. Now Britain with its long coastline, is trying to lead the world in wave power technology. Experts say that in the future, the sea with its wave and tide energy, could provide enough power for the whole planet. Twenty wave farms could supply electricity to a city the size of Edinburgh, with its population of450,000. Scientists are working on the 'Wave Hob'. This is a testing device which will be located in the sea 15 km from the south-west coast of Britain and will cover 20 square kilometers. It will produce 30-40 megawatts of electricity every year. One of the greatest advantages of wave farms is that they will be invisible, unlike wind farms, which are very unpopular with some people who say "they spoil the countryside". However, there are some disadvantages to wave machines: the machines are just below the surface of the sea and so could be a danger to ships. In addition to this , some people think wave farms may put tourists off and could be a danger to fish. Also the technology is not cheap: it will cost $50m to produce just 15 % of Britain's power by the year 2015. Whatever the disadvantages, it is certain that the world will need alternative energy sources for the time when gas, oil and coal run out.

1- Which country makes the most use of wind power?

2- Which country uses more wind power?

3- What are the expectations of the experts regarding the future of energy?

4- What is Wave Hob?

5- How many megawatts of electricity Wave Hob will produce?

6- What is the most important advantage of the wave farms?

7- What is the disadvantage of wind farms?

8- What are the disadvantages of the wave machines?

9- Why do people need alternative sources?

10- What does the underlined pronoun **it** in the last paragraph refer to?

Tenth-Grade **Grammar Test**

Student's name:______________________________

Choose the best answer to the following sentences. (20 marks)

1- If we __________more careful, energy would last longer.

are were was

2- When I was at school I __________read for many hours, but now I can't.

could can couldn't

3- If I feel thirsty, I ___________some water.

Would drink will drink drink

4- Poor people ___________ pay taxes.

Must shouldn't have to

5- If I went to school tomorrow, I __________ see my classmates.

would couldn't will

6- I took several English courses, so now I___________ speak English.

couldn't can't can

7- You__________ borrow someone's car without asking.

must can must not

8- I_____________ go my class begins soon.

Have to shouldn't don't have to

9- You___________ see a doctor your eyes are red.

Can't should must not

10- I_____________ go to school tomorrow because it is a holiday.

Must not should don’t have to

GOOD LUCK

Tenth-Grade Writing Test

Student's name:________________________________

Student A

Write an email in ten sentences to an American friend, invite him to visit Jordan and tell him about some historical places that deserve visiting.

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GOOD LUCK

Tenth-Grade **Writing Test**

Student's name:____

Student B

Write an email in ten sentences as an American friend thanking your friend from Jordan for his invitations and tell him your decision.

GOOD LUCK

Appendix II

A Permission From The School